CONTACT INFORMATION:
Professor: Vickey L. Maclin, PsyD
e-mail: vmaclin@gordonconwell.edu
cell phone: 757-288-0803
office hours: one hour before class and 1-1/2 hour after class Monday Tuesday Wednesday and Thursday or by appointment
snail-mail: P.O. Box 2102; Chesapeake, VA 23327

PURPOSE:
This course is designed to provide a theoretical and practical understanding of group dynamics and group process. In addition to lecture, the course will primarily be experiential in nature, as each student will become part of an active process group in addition to learning about and employing various group therapy techniques in class. Pre-requisite: CO 500

OBJECTIVES:
- Gain exposure to the various types of groups used in counseling and ministry settings
- Understand fundamental group dynamic principles and identify counseling techniques at various stages of the group process
- Increase self-awareness, interpersonal effectiveness and leadership competence through participating in various group therapy exercises

GORDON-CONWELL MISSION:
Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and experience integrated in the person who ministers. Through the courses and the practica/internships, a combination of careful training and supervised experience in counseling ministries are pedagogical practices essential to achieving that goal.
COURSE REQUIREMENTS:

1. Reading:


2. Assignments and Evaluation:
For the following four assignments: Each assignment is worth 25 points, should be submitted. All writing assignments should be submitted electronically in the Sakai course assignments area. Additionally, all writing assignments should be completed in APA style.

a. After completing the required reading, each student will submit a summary of the three texts. The summary should be typed double-spaced and should highlight major themes and address how the themes and principles apply to the student’s development as a counselor and interpersonal interactions. **This paper should 5-6 pages in length.** It is expected that students will display a good understanding and comprehension of the material in their writing on this assignment.

**DUE DATE:** This assignment should be submitted electronically on Sakai in the assignment area no later than September 5.

b. Reflect upon your own meaningful and positive experiences in groups. Choose one experience from an unstructured group (e.g. family gathering, leisure occasions with friends, etc.) and one from a structured group (e.g. Bible study, academic course, group therapy, team ministry planning, etc.). Describe the groups in regards to the purpose, content, formational issues, participants, dynamics that emerged, etc. What were the ingredients that made the group effective? What were the immediate and lasting impacts for you and others? How might these experiences influence how you would develop and conduct a group? Include other relevant details as it relates to information you gained from the course. The paper should be **2-3 pages in length, double-spaced with one-inch margins.**

**DUE DATE:** This assignment should be submitted electronically on Sakai in the assignment area no later than August 22nd.

c. Attend three *new* groups. Obtain permission before attending if necessary, and attend at least two sessions of each group. Ensure that at all three groups represent a different type of a group setting. For example, attend one self-help group, one support group and one psychoeducational group.
Examples of appropriate groups would be a 12-step group, a support group for cancer patients, a grief group, an experiential therapy group, a church *Boundaries* group, etc. In a paper no more than five pages in length, describe the types of groups attended, discuss the observed dynamics in each group and provide examples of the observed group dynamics. Critique each of the groups regarding the stage the group functioned, the style and effectiveness of the leader, and the effectiveness of the group relative to its stated purpose.

**DUE DATE:** This assignment should be submitted electronically on Sakai in the assignment area no later than September 19th.

d. Students will meet in process groups of no more than eight (8) students per group during the semester. They will meet a total of eight times, and each student will co-facilitate the group twice during the semester. At the end of the process group the student will write a 7-8 page reflective paper regarding the process group experience. The student is encouraged to keep a personal journal of his or her experience to refer to when writing the paper. The journal is not going to be submitted, so it is not required, just suggested. In the paper the student will reflect on both the content and the dynamic processes of the group. The student will describe the interactions, thoughts, emotions, dynamic interactions, etc. which comprised the group process in terms of roles, changes, communication patterns, goals, expectations, and the degree of cohesion. Analysis of this experiential data will include observations regarding such phenomena as communication, decision-making, conflict resolution, and leadership. The student should evaluate himself or herself and the group members in regards to level of participation, genuineness, risk-taking, openness, empathy, fostering cohesion, and other specific contributions. The student should elaborate upon how his or her experience in the group facilitated self-awareness in general and conflict management styles in particular. Since this is a reflection paper, it should be written in first person. Do not refer to group members by name, when they are addressed in the paper. Identify the group member is some anonymous way.

**DUE DATE:** This assignment should be submitted electronically on Sakai in the assignment area no later than September 30th.

e. In addition to the above assignments, students will sign-up for a time to share a brief sacred reading during one of the three weekends that the class will meet. Four students should contact Dr. Maclin via email ([vmaclin@gordonconwell.edu](mailto:vmaclin@gordonconwell.edu)) to share on Saturday, June 21st, either in the morning or the afternoon.

**CLASS PARTICIPATION:**
Class will meet from Fridays from 6:30 to 9:30 and Saturdays from 8:30 to 4:30 on the following weekends: June 20-21, July 11-12, and August 8-9. Tardiness and absences can result in grade deductions. If for some reason a student does not attend class he or she
must speak with Dr. Maclin to explain the reason for the absence and it will be decided at that point if there will be a grade reduction or the student will be required to do an assignment of participating in an additional group experience.

**GRADING SCALE:**

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**GRADING OF WRITING ASSIGNMENTS**

Lateness will be penalized 1-point for each day an assignment is late. Excessive or insufficient length will be penalized a letter grade per page over/under limits. Failure to use APA format will be penalized up to one letter grade, depending on the errors. Assistance with correct APA format is available on line in Counseling Central, under Program Documents (see also http://owl.english.purdue.edu/owl/section/2/10/). Plagiarism is considered a serious academic offense at GCTS. Please note the guidelines at http://www.indiana.edu/~wts/wts/plagiarism.html.

**COURSE OUTLINE**

**Module 1:**
Discuss syllabus
Fostering Group Cohesion
Overview of Group Dynamics
Nature and Purpose of Process Groups
Transference and Insight
Form Process Groups
Participate in Process Groups
Social Psychological Principles of Groups

**Module II:**
Various Types of Groups
(psychological, process, skills training, support, self-help, etc.)
Decisions about groups
What’s therapeutic about group therapy
Problem Group Members
Conflict in Therapy Group
Introduction to experiential group therapy
Using Internal Family Systems in a group context
The importance of self-awareness for counselors
Participate in process groups
Module III:
Effectiveness of Other Group Therapy
Introduction to Dialectical Behavior Therapy
Practicing DBT skills in a group setting
Conclude and reflect on process group experience
Termination in group therapy

Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.
However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**
Grades are posted online within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

**Returned Work**
Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.